

# NTI DAY 10



Harrison County Schools

Name: \_\_\_\_\_

Grade: 1

Teacher: \_\_\_\_\_

Student Name: \_\_\_\_\_

First Grade

Day 10 Checklist

\_\_\_ Read - 15 minutes

\_\_\_ Practice Sight Word List - 5 minutes

\_\_\_ Reading Lesson - 40 minutes

\_\_\_ Math Lesson - Word Problems - 45 minutes

\_\_\_ Fact Fluency - 15 minutes

\_\_\_ Specials Activities - 45 minutes

## First Grade Journeys Sight Words

|        |          |        |         |
|--------|----------|--------|---------|
| and    | away     | blue   | two     |
| be     | call     | cold   | watch   |
| help   | come     | far    | bird    |
| play   | every    | little | both    |
| with   | hear     | live   | eyes    |
| you    | said     | their  | fly     |
| for    | animal   | water  | long    |
| have   | how      | where  | or      |
| he     | make     | been   | those   |
| look   | of       | brown  | walk    |
| too    | some     | know   | around  |
| what   | why      | never  | because |
| do     | her      | off    | before  |
| find   | now      | out    | bring   |
| funny  | our      | own    | carry   |
| no     | she      | very   | light   |
| sing   | today    | down   | show    |
| they   | would    | fall   | think   |
| all    | after    | goes   | about   |
| does   | draw     | green  | by      |
| here   | pictures | grow   | car     |
| me     | read     | new    | could   |
| my     | was      | open   | don't   |
| who    | write    | yellow | maybe   |
| friend | eat      | four   | sure    |
| full   | give     | five   | there   |
| good   | one      | into   | first   |
| hold   | put      | over   | food    |
| many   | small    | starts | ground  |
| pull   | take     | three  | right   |

## First Grade Journeys Sight Words

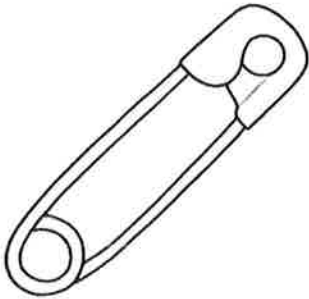
|           |          |            |          |
|-----------|----------|------------|----------|
| sometimes | eight    | above      | thought  |
| these     | follow   | bear       | took     |
| under     | learning | even       | brothers |
| your      | until    | pushed     | everyone |
| done      | years    | studied    | field    |
| great     | young    | surprised  | loved    |
| laugh     | again    | teacher    | most     |
| paper     | along    | toward     | only     |
| soon      | began    | always     | people   |
| talk      | boy      | different  | sorry    |
| were      | father   | enough     |          |
| work      | house    | happy      |          |
| door      | nothing  | high       |          |
| more      | together | near       |          |
| mother    | almost   | once       |          |
| old       | country  | stories    |          |
| try       | covers   | across     |          |
| use       | earth    | ball       |          |
| want      | kinds    | cried      |          |
| wash      | ready    | head       |          |
| few       | soil     | heard      |          |
| loudly    | warms    | large      |          |
| night     | buy      | second     |          |
| noise     | city     | should     |          |
| shall     | family   | beautiful  |          |
| story     | myself   | caught     |          |
| window    | party    | friendship |          |
| world     | please   | idea       |          |
| baby      | school   | listen     |          |
| begins    | seven    | minute     |          |

Name: \_\_\_\_\_

# Which Spelling Is Right?

Look at each picture. Then circle the correct spelling of the word.

1.



pit

plit

pin

4.



shin

chin

thin

2.



cid

kid

kidd

5.



drip

dirp

dip

3



big

dig

digg

6.



spil

slill

spill

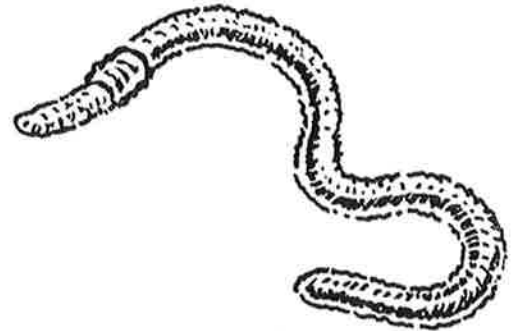


Parents, For Your Information: 135 words, 23 new words—dirt, may, earthworm, funny, have, arms, legs, bones, ears, nose, teeth, leaves, tunnel, move, rock, air, make, plants, grow, need, our, where, walk

LISTEN to your child read this story aloud.

# After the Rain

One day after the rain, go outside. Go outside and look in the dirt. You may see an earthworm. Earthworms come out of the dirt after the rain. The earthworm is funny. It does not have arms or legs or bones. It cannot make noise. It does not have ears or a nose or teeth.



The earthworm is a good friend. It eats dirt and leaves. It digs a tunnel in the dirt. An earthworm is little, but it can move dirt and it can move a big rock. It moves rocks and dirt to make tunnels. Rain and air go in the tunnels. Rain and air make plants grow. We need the earthworm to help our food grow.

Look where you walk after the rain. Do not walk on a good friend, the earthworm.



Dear Parents,

This piece may well be one of the first purely nonfiction articles that your child has read. It contains only factual information about the earthworm. Most children love to learn about their natural world, but such nonfiction articles usually require a vocabulary that is too advanced for beginning readers. So it's important to include "real" nonfiction books when you are choosing material to read out loud to your child. Your child can understand hundreds of words that he or she cannot yet read.

Encourage (and help) your child to go back to the text to answer these questions. This kind of searching lays the groundwork for the advanced skills of skimming and scanning that older readers employ.

Skill

Factual recall

We completed this assignment together.

\_\_\_\_\_  
(Child's Signature)

\_\_\_\_\_  
(Parent's Signature)

## The Questions

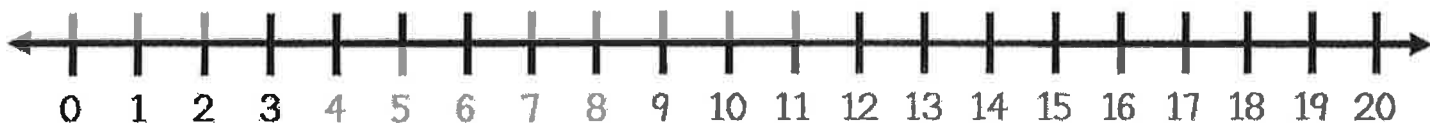
Read the questions below. Use a crayon to underline the sentence in the story that answers each question. Then write the correct answers on the lines.

1. What does an earthworm eat? \_\_\_\_\_
2. What does the earthworm dig in the dirt? \_\_\_\_\_
3. When does the earthworm come out of the dirt? \_\_\_\_\_
4. How does the earthworm help us? \_\_\_\_\_

Name \_\_\_\_\_

## Word Problem:

Mr. Smith has 9 boys and 8 girls in his class. How many kids are in Mr. Smith's class in all?



I can draw a picture of the problem:

I can show the problem on a twenty frame:

My Answer  
is:

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

I can write an equation for the problem:

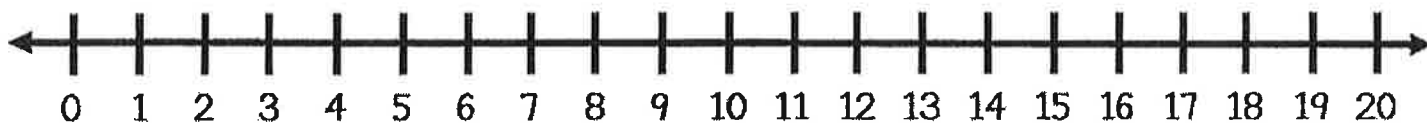
$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \underline{\quad\quad\quad}$$



Name \_\_\_\_\_

## Word Problem:

Max has to read 20 books for class. He has read 15. How many more books does he need to read?



I can draw a picture of the problem:

I can show the problem on a twenty frame:

My Answer  
is:

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

I can write an equation for the problem:

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



Name \_\_\_\_\_

Give each answer.

1.  $10 - 4 =$  \_\_\_\_\_

2.  $16 - 6 =$  \_\_\_\_\_

3.  $12 - 10 =$  \_\_\_\_\_

4.  $11 - 9 =$  \_\_\_\_\_

5.  $14 - 4 =$  \_\_\_\_\_

6.  $15 - 8 =$  \_\_\_\_\_

7.  $13 - 4 =$  \_\_\_\_\_

8.  $20 - 10 =$  \_\_\_\_\_

9.  $18 - 9 =$  \_\_\_\_\_

10.  $17 - 7 =$  \_\_\_\_\_

11.  $12 - 8 =$  \_\_\_\_\_

12.  $18 - 8 =$  \_\_\_\_\_

13.  $13 - 3 =$  \_\_\_\_\_

14.  $19 - 9 =$  \_\_\_\_\_

15.  $11 - 10 =$  \_\_\_\_\_

16.  $16 - 9 =$  \_\_\_\_\_

17.  $12 - 9 =$  \_\_\_\_\_

18.  $14 - 6 =$  \_\_\_\_\_

19.  $14 - 10 =$  \_\_\_\_\_

20.  $18 - 9 =$  \_\_\_\_\_

21.  $19 - 10 =$  \_\_\_\_\_

22.  $14 - 9 =$  \_\_\_\_\_

23.  $11 - 8 =$  \_\_\_\_\_

24.  $13 - 5 =$  \_\_\_\_\_

25.  $12 - 6 =$  \_\_\_\_\_

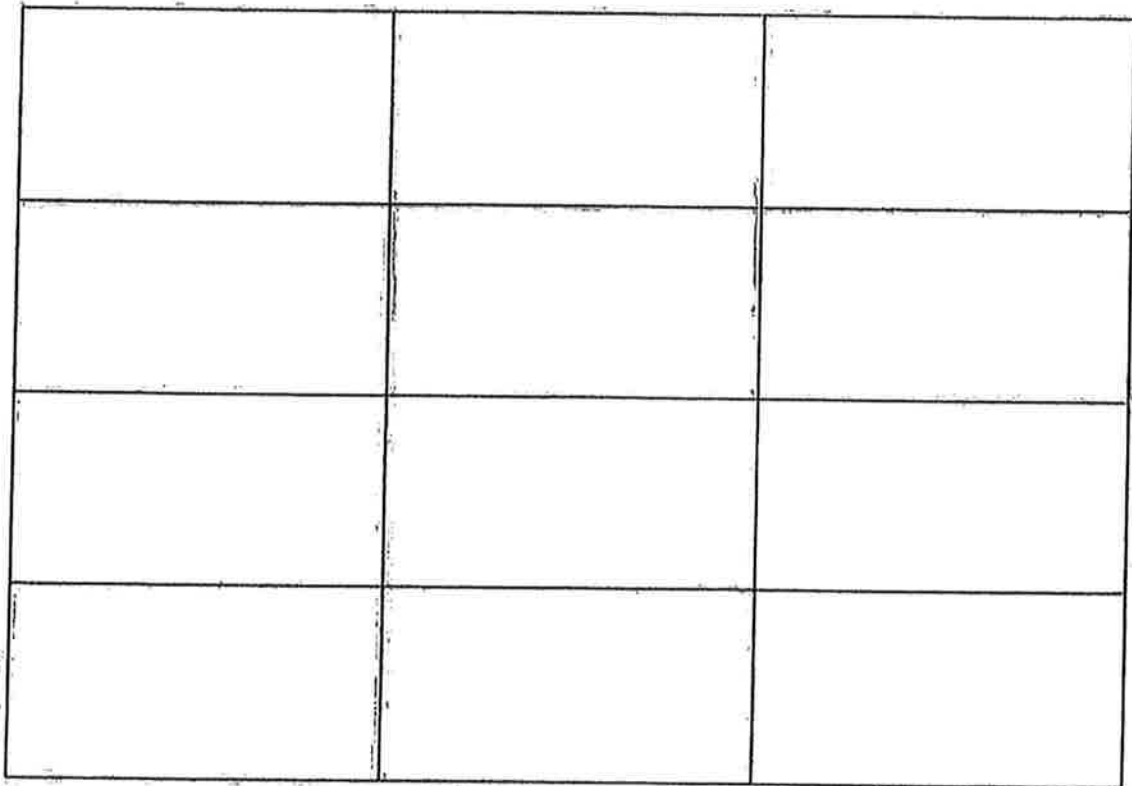
26.  $15 - 9 =$  \_\_\_\_\_

1st Grade Technology Lesson  
Happy Maps Single Step Adventure

**Algorithm**

**An algorithm is a list of steps that you can follow to finish a task.**

Pretend that you have to give your friend instructions to get from your living room to your kitchen. You'll need to tell them the exact steps to get there. Draw a map below using arrows to show what they need to do. Mark where your living room and kitchen would be on the squares below.

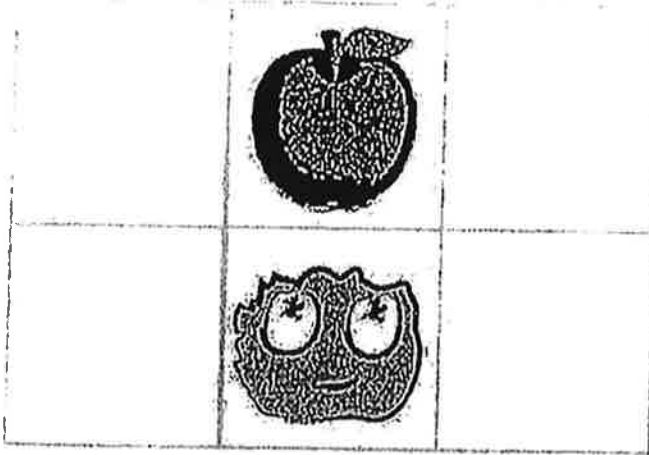


Computers use algorithms to complete tasks and run programs. On the following pages, you will circle the arrows that help the Flurb get to the fruit in its grid.

1

# Happy Map 1

CO  
DE



Which way should the Flurb step to get to the fruit?

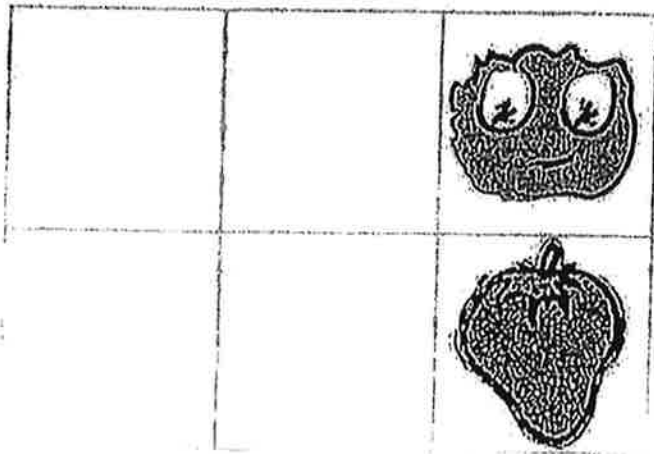


Revision 140/28/13

2

# Happy Map 2

CO  
DE



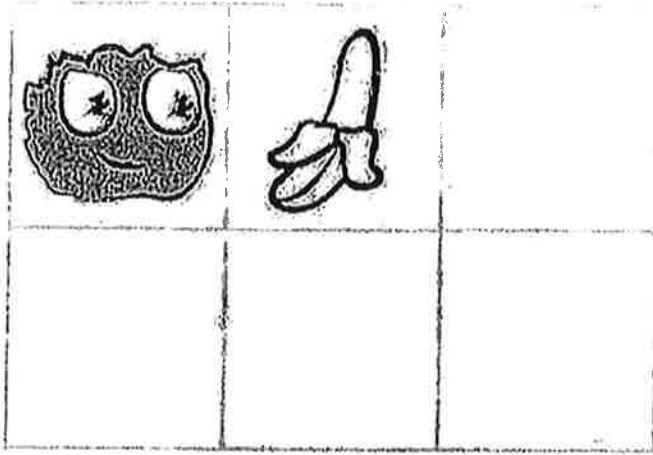
Which way should the Flurb step to get to the fruit?



Revision 140/28/13

3

# Happy Map 3



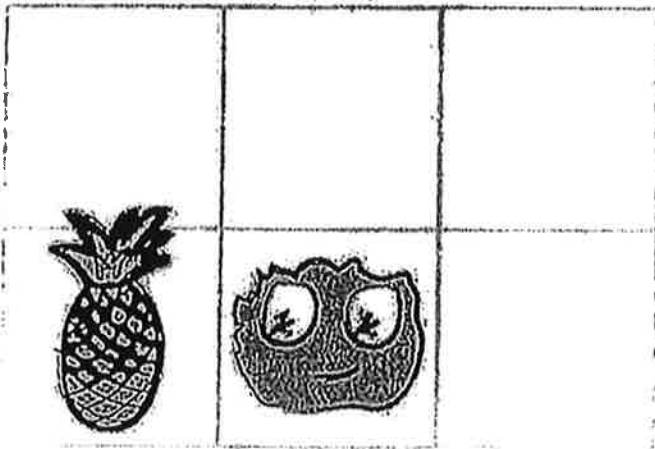
Which way should the Flurb step to get to the fruit?



Revision 140428.1b

4

# Happy Map 4



Which way should the Flurb step to get to the fruit?



Revision 140428.1b